

FAIRFIELD PRIMARY
175 Medley Road
Winnsboro, South Carolina 29180

GRADES K-3 Elementary School

ENROLLMENT 589 Students

PRINCIPAL Gail McIntyre 803-635-5594

SUPERINTENDENT Dr. Clarence E. Willie 803-635-4607

BOARD CHAIR Ms. Annie E. McDaniel 803-635-6894

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	13	61	49	3

IMPROVEMENT RATING:

GOOD

ADEQUATE YEARLY PROGRESS:

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Average	N/A
2002	Unsatisfactory	Unsatisfactory	N/A
2003	Average	Excellent	No
2004	Good	Good	Yes

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

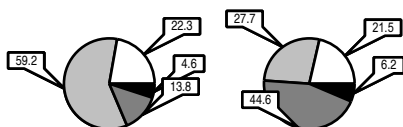
PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

N/A

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

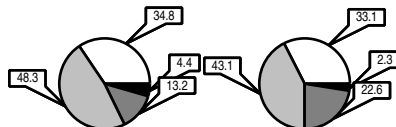
Our School



Mathematics

English/Language Arts





Elementary Schools with Students like Ours



Mathematics

English/Language Arts

Definition of Critical Terms

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	141	98.6	20.3	28.1	45.3	6.3	58.6	Yes	Yes
Gender									
Male	65	96.9	28.6	16.1	50.0	5.4	58.9		
Female	76	100.0	13.9	37.5	41.7	6.9	58.3		
Racial/Ethnic Group									
White	33	100.0	3.2	16.1	71.0	9.7	83.9	I/S	I/S
African-American	106	98.1	26.3	32.6	35.8	5.3	49.5	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	108	99.1	17.5	32.0	44.3	6.2	62.9		
Disabled	33	97.0	29.0	16.1	48.4	6.5	45.2	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	141	98.6	20.3	28.1	45.3	6.3	58.6		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	141	98.6	20.3	28.1	45.3	6.3	58.6		
Socio-Economic Status									
Subsidized meals	124	98.4	21.2	31.9	41.6	5.3	54.9	Yes	Yes
Full-pay meals	17	100.0	13.3	0.0	73.3	13.3	86.7		

Mathematics - State Performance Objective = 15.5%									
All Students	141	100.0	22.3	59.2	13.8	4.6	35.4	Yes	Yes
Gender									
Male	65	100.0	24.1	58.6	15.5	1.7	34.5		
Female	76	100.0	20.8	59.7	12.5	6.9	36.1		
Racial/Ethnic Group									
White	33	100.0	3.2	61.3	19.4	16.1	54.8	I/S	I/S
African-American	106	100.0	28.9	57.7	12.4	1.0	27.8	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	108	100.0	14.3	65.3	15.3	5.1	40.8		
Disabled	33	100.0	46.9	40.6	9.4	3.1	18.8	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	141	100.0	22.3	59.2	13.8	4.6	35.4		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	141	100.0	22.3	59.2	13.8	4.6	35.4		
Socio-Economic Status									
Subsidized meals	124	100.0	24.3	59.1	14.8	1.7	31.3	Yes	Yes
Full-pay meals	17	100.0	6.7	60.0	6.7	26.7	66.7		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	180	97.8	23.2	49.3	26.1	1.4	27.5
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	141	98.6	19.6	38.4	36.2	5.8	42.0
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	180	98.3	39.3	48.6	8.6	3.6	12.1
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	141	100.0	23.6	60.7	11.4	4.3	15.7
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 589)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	3.7%	Down from 4.1%	3.5%	2.7%
Attendance rate	99.6%	Up from 95.0%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	7.9%		6.9%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	7.8%		5.8%	3.5%
Eligible for gifted and talented	3.4%	Up from 3.3%	5.1%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	4.5%	Down from 4.6%	8.0%	8.2%
Older than usual for grade	0.5%	Down from 1.0%	2.4%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Up from 0.0%	0.0%	0.0%

Teachers (n= 45)				
Teachers with advanced degrees	48.9%	Down from 51.0%	48.4%	51.4%
Continuing contract teachers	84.4%	Up from 75.5%	80.0%	87.5%
Highly qualified teachers**	89.7%	N/A	92.9%	95.0%
Teachers with emergency or provisional certificates	2.8%		3.2%	0.0%
Teachers returning from previous year	85.3%	Up from 84.5%	82.9%	86.7%
Teacher attendance rate	93.8%	Up from 93.6%	94.7%	94.9%
Average teacher salary	\$40,760	Up 0.1%	\$39,417	\$40,760
Prof. development days/teacher	10.3 days	Up from 9.2 days	13.5 days	12.4 days

School				
Principal's years at school	4.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	14.5 to 1	Down from 18.2 to 1	17.2 to 1	18.9 to 1
Prime instructional time	90.4%	Up from 86.1%	89.0%	90.0%
Dollars spent per pupil*	\$6,809	Up 14.2%	\$7,003	\$6,044
Percent of expenditures for teacher salaries*	67.0%	Down from 72.2%	63.7%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	92.1%	Down from 98.1%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	81.5%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Fairfield Primary School is a Title One School. We serve approximately 600 students in our rural school setting. The students reside all over Fairfield County with the majority of them residing within the city of Winnsboro. Our student population is predominately African American, Caucasian, and Hispanic.

Fairfield Primary School was a recipient of the Palmetto Gold Award based upon test data for the 2002-2003 PACT test results. Our report card rating moved from unsatisfactory to average with the help of the technical assistance provided from the State Department of Education in the form of teacher specialists and a curriculum specialist. Our improvement rating for the 2002-2003 school year was excellent.

This year, we continued to focus on best practices, use of data, standards driven instruction, and data analysis to drive our instruction. Staff development training for teachers this current year focused on teambuilding, use of math manipulatives for instruction, four-frame math, acceleration, data driven instruction, differentiation, and MAP data usage.

We value parent and community participation and consider these key to student success. Our parents and community members volunteered in the classroom and media center, accompanied classes on field trips, and served as tutors, lunch buddies, and HOSTS mentors. Several local businesses offered monetary donations and other incentives to support our programs and student activities.

We strive to keep the communication lines between home and school open. We sent home monthly newsletters, and calendars of events in addition to holding parent conferences, and PTO meetings to keep our parents informed. We applaud the efforts of our parent and school community who have helped us educate our students. Teamwork is the key to success in educating our students.

Gail McIntyre - Principal

Karen Roseberry - SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	31	95	34
Percent satisfied with learning environment	87.1%	90.2%	88.2%
Percent satisfied with social and physical environment	83.9%	80.0%	88.2%
Percent satisfied with home-school relations	66.7%	89.7%	70.6%

*Only students at the highest elementary school grade level at this school and their parents were included.